Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	CAHE
Programme accredited by	University of the West of England
Highest award title	MA Education (Early Years) Postgraduate Diploma (Early Years) Postgraduate Certificate (Early Years)
Default award title	NA
Interim award title	Postgraduate Diploma (Early Years) Postgraduate Certificate (Early Years)
Modular Scheme title (if different)	NA
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2009 Updated May 2011 Updated June 2011

Authorised by…CAC   **Date:…4 May 2011**

Version Code

5

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

Early Years Education is a high priority on the government's agenda Teachers in this sector of education have long experienced difficulty in accessing high quality programmes of continuing education which can result in accredited qualifications. This award is therefore designed to help meet these two imperatives and focuses on the task of raising standards in early years education. The programme also draws directly on the faculty's expertise and experience in the area of Early Years education and modules will draw on key teaching staff conversant with the identified themes.

The programme of study seeks to locate professional activity within a reflective context. This demands that those engaged in the programme consider in depth the implications of their pedagogy when working with pupils in the early years and critically reflect upon the impact of their teaching. It also seeks to locate individual professional activity within debates and policy contexts.

Overarching Masters level aims:

- to enable participants to achieve a level of performance appropriate to the award of a Masters degree
- to allow participants to select from a range of components to meet their particular requirements in terms of content, sequence and time
- to enhance the quality of participants' practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation
- to ground participants' study in personal, professional and academic practice
- to create an environment appropriate to postgraduate study
- to underpin the Programme with innovative teaching, relevant staff research and staff development
- to widen participation to include all those who can benefit from the programme of study.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of: As a consequence of this programme, students will have: - An in depth and systematic knowledge of the major educational theories, concepts and established principles based upon educational research at the forefront of early years education - awareness of problematics in relation to ethical dilemmas in professional contexts - a comprehensive understanding of established methodologies of research and enquiry are used to create and interpret knowledge in education policy and practice in relation to learners in the early years	**Teaching/learning methods and strategies:** Lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; project work; group work and individual activity. Use of experiential learning cycle *Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject* ***Assessment:*** Individual written assignments, assessed presentations, posters, vivas, and portfolios.

- understanding of the significance of relevant contextual factors influencing education policy and practice in relation to learners in the early years - knowledge of the basis of their own value position related to the area of study and associated claims to knowledge - critical understanding the significance of issues of equality, diversity, inclusion and social justice related to education policy and practice in relation to learners in the early years	

B Intellectual Skills

| **B Intellectual Skills**
As a consequence of this programme, students will be able to:
analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research use critical reflection in the learning process to explore the relationship between theory and practice in complex situations evaluate critically the implications of using an ethical framework for addressing ethical dilemmas in personal and professional practice | **Teaching/learning methods and strategies**
Intellectual skills are developed through Lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; project work; group work and individual activity. Use of simulations, games, role play or case studies, as appropriate. Use of experiential learning cycle

Assessment
A variety of assessment methods is employed. Some/all test a learner's ability to demonstrate skills through individual written assignments, assessed presentations, posters, vivas, and portfolios. |

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	**Teaching/learning methods and strategies**
As a consequence of this programme, students will be able to: • perform effectively and efficiently in complex and/or specialised contexts • adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements • interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories • plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes • develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables • articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice	Provision of opportunities for learners to perform and practice specific professional/practical skills in context; seminar and tutorial support to enable effective study and research orientations and plans; use of reflective portfolios; use of observation and video as appropriate; use of role play and simulations; support by structured professional/practical skills based work materials and guidance; feedback on performance in context using experiential learning cycle. **Assessment** Skills are primarily assessed through individual written assignments, assessed presentations, posters, vivas, and portfolios.

D Transferable Skills and other attributes

D Transferable Skills and Other Attributes	**Teaching/learning methods and strategies**
As a consequence of this programme, students will be able to:	Lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; project work; group work and individual activity; presentations. Use of simulations, games, role play or case studies, as appropriate. Opportunities to practice skills in specific settings, as appropriate. Structured support for the use of ICT

- interact effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence
- locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach
- interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes
- communicate effectively with a broad range of audiences including learners and other professionals
- reflect critically on own and others' functioning in order to improve practice
- take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development
- engage confidently in academic and professional communications with others, reporting on action clearly, autonomously & competently including the capacity to communicate processes & outcomes of their learning
- demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks

Assessment

A variety of assessment methods is employed. Some/all test a learner's ability to demonstrate skills through individual written assignments, assessed presentations, posters, vivas, and portfolios.

Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

The Postgraduate Diploma (EY) and the Postgraduate Certificate (EY) are available either as:

    (a) a programme on which students can register directly (the highest award), or
    (b) an interim award

ENTRY		
Level 3	**Compulsory Modules**	
	Nil	
	Core Modules	
	Nil	
	Optional Modules	
	UTLGA7-10-3 Independent Study	
	UTLGA7-20-3 Independent Study	
	UTLGA7-30-3 Independent Study	
	UTLGA9-10-3 Evidencing Learning from Experience	
	UTLGA9-20-3 Evidencing Learning from Experience	
	UTLGA9-30-3 Evidencing Learning from Experience	
	UTLGAC-10-3 Independent Study (B)	
	UTLGAC-30-3 Independent Study (B)	
	UTLGH6-30-3 Professional Nature of Teaching	
	UTTGH5-10-3 Interprofessional Collaboration	
	UTTGKU-60-3 Professional Practice for EYPS	
	Prerequisite requirements	
	30 credits at level 3 can contribute to the MA	
	30 credits at level 3 can contribute to the Postgraduate Diploma	
	20 credits at level 3 can contribute to the PGCert	
Level M	**Compulsory Modules**	
	UTLGBH-30-M Researching Education	
	UTLGBX-60-M Dissertation	
	Core Modules	
	Nil	
	Optional Modules	
	UTLGPR-30-M Portfolio of Professional Development	
	UTLGPR-60-M Portfolio of Professional Development	
	UTLGA7-10-M Independent Study	
	UTLGA7-20-M Independent Study	
	UTLGA7-30-M Independent Study	
	UTLGA7-40-M Independent Study	
	UTLGA9-10-M: Evidencing Learning from Experience	
	UTLGA9-20-M: Evidencing Learning from Experience	
	UTLGA9-30-M Evidencing Learning from Experience	
	UTLGA9-40-M Evidencing Learning from Experience	
	UTLGA9-50-M Evidencing Learning from Experience	
	UTLGA9-60-M Evidencing Learning from Experience	
	UTLGAC-10-M Independent Study (B)	
	UTLGAC-20-M Independent Study (B)	
	UTLGAC-30-M Independent Study (B)	
	UTLGC8-40-M Teaching the dyslexic individual	
	UTLGD5-30-M Teaching behaviour for learning	
	UTLGD6-20-M Autistic Spectrum Disorders	
	UTLGDB-30-M Counselling and related skills for reducing barriers to learning	
	UTLGEQ-30-M School Improvement through Action Enquiry	
	UTLGEQ-60-M School Improvement through Action Enquiry	
	UTLGJB-60-M, Reflective Practice for Specialist Leaders of Behaviour and Attendance	
	UTLGJJ-30-M, The Teaching of Personal, Social and Health Education	
	UTLGJ4-30-M, Beginning a Career: reflective practice for Newly Qualified Teachers	
	UTLGJD-20-M, Disability Equality Awareness Raising.	
	UTTGB7-30-M Subject Leadership/Middle Management in the Primary School	
	UTTGEL-20-M: Leadership and Management in the Early Years	
	UTTGG3-60-M Evidencing leadership and management development	
	UTTGG4-30-M Promoting Playful Learning	
	UTTGG5-30-M Inclusive principles: Meeting diverse needs in early years settings	
	UTTGG7-30-M Children and adults co-constructing a creative environment for learning	
	UTTGKA-30-M Art and design in the contemporary classroom	
	UTTGKV-20-M Critical Perspectives on Play	
	UTTGN9-20-M Evidencing Excellence in Early Years	
	UTTGKV-30-M Critical Perspectives on the EYFS	

	UTTGN9-30-M Excellence in Early Years UTLGNX-20-M Understanding Diversity in Learners UTLGPR-30-M Portfolio of Professional Development UTLGPR-60-M Portfolio of Professional Development
	Prerequisite Requirements Nil
	Awards Interim Award: Credit requirements PGCert : 60 credits - 40 of which must be at level M PGDiploma: 120 credits - 90 of which must be at level M Final award: 180 credits of which 30 credits can be achieved at level 3 to include the compulsory modules
Conferment of award	

Section 5: Entry requirements

Students will need to satisfy the Programme Director that they possess qualifications and/or experience necessary to satisfy the general entry requirements for the MA. Students should have a first degree (or equivalent) plus (QTS), or have a Cert Ed together with substantial experience.

We also encourage applicants from other professions with a first degree and professional experience who are interested in the field of Early Years Education. For entry to most awards or modules, no formal interview will be necessary. However, where applicants with non-standard entry qualifications wish to be considered for the award, an interview or telephone discussion may be necessary. Such applicants need to be able to demonstrate their suitability for the award and their ability to be successful at the required academic level.

Section 6: Assessment Regulations

a) Academic Regulations and Procedures 2010/2011

Section 7: Student learning: distinctive features and support

The modular programme provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Certificate Postgraduate Diploma and Masters degree. It offers flexibility in the way in which students study and the pace at which it is undertaken. The MA Education therefore offers the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

The distinctive feature of this award is the emphasis on providing teachers and educators with knowledge, skills and understanding to support research into aspects of early years *education* in order to improve practice and raise achievement. This is reflected in both the content and the processes of the programme.

This award seeks to have a direct impact upon the improvement of pupils' performance by providing learning opportunities for teachers that are both intellectually demanding and linked to the enhancement of professional competence. It aims to develop teachers to be able to articulate clearly the pedagogic basis of their professional practice and demonstrate competence in the execution of that practice for the benefits of their pupils. The award has been carefully developed to reflect the identified needs of recipients, detail of which is elicited through discussion with teachers, headteachers and local authority officers. Consideration is given to LEA development plans and the school development plans of our partner schools to assist in this process.

The modular programme offers the opportunity for accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, to be credited towards the MA. The learning must be matched to the learning outcomes for the modules validated for this award. The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore methods of presenting that experience in a way that can count as credit towards the degree.

Workshops on developing study skills, writing skills, library skills, ICT skills together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

Students are given individual support and guidance throughout the time they are registered on the Programme.

Section 8 Reference points/benchmarks

- *Subject benchmarks (QAA Unit …)*
- *University teaching and learning policies:*
- *staff research projects:*
- *employer interaction/feedback:*

There has over the past few years been a developing focus of interest upon early years settings in education as witnessed through National Policy documents and also from regional initiatives. This was taken up by the Faculty of Education two years ago when a new subject specialism was introduced for the BA/BSc Hons QTS Primary students, namely Advanced Early Years. This is also accepted as a subject specialism for those following a PGCE Primary qualification, and the study of early years is currently available through the Faculty's half degree within the Joint Honours Programme entitled Early Childhood Studies. There are several new and current members of staff involved in teaching these new initiatives and it seemed advantageous to extend this expertise into the CPD Programme and offer practising teachers a route to an MA in Early Years.

This programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle. Consideration is also given to the University Policy on Equality of Opportunity. The requirements and considerations of the following external bodies have been taken into account during the development of the programme:
- OfSTED
- TTA National Standards:
- Threshold Criteria for SENCOs, Management, Subject Leaders, Specialist Teachers, Headteacher,
- SEEC level descriptors for programme specification.

Staff research projects
- Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:
    - citizenship and education for democracy;
    - education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;
    - education of excluded and disaffected young people;
    - educational uses of ICT;
    - evaluation of student-led learning;
    - European Social Fund and the European Union;
    - Excellence Challenge and the experience of widening participation co-ordinators;
    - gender studies and in particular the education of boys;
    - literacy and learning;
    - policy and practice in inclusion and special educational needs;
    - recruitment of minority ethnic groups into teaching;
    - urban education policy
    - children's well-being and happiness
    - young children and classroom talk

The CPD Programme has relatively large numbers of teachers and educationalists following the MA programme and it is hoped that this additional area will enhance this programme and make it more relevant to the many different professionals involved in working in early years settings.